

Personalised Learning Across TGS

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BACKGROUND & CONTEXT

We believe that wellbeing and Self-Regulated Learning go hand in hand, which is why we aim to develop a model of **personalised learning** that is underpinned by teaching philosophies and care structures that promote willing learners in **Pastoral, Co-curricular** and **Academic** settings.

2024 Areas to Develop

Forethought Phase	Performance Phase	Self-Reflection Phase
Task Analysis	Self-Control	Self Judgement
Goal Setting	Task Strategies	Self Evaluation
Strategic Planning	Self Instruction	Casual attribution
	Imagary	
Self - Motivation Beliefs	Time-Management	Self Reaction
Self-efficacy	Environmental Structuring	Self satisfaction/affect
Outcome expectations	Help Seeking	Adaptive/defensive
Task Interest/Value	Interest Incentives	
Goal Orientation	Self Consequences	
	Self Observations	
	Metacognitive monitoring	
	Self recording	

STRATEGIC PLATFORMS

Four Strategic Platforms have been developed to enable us to realise our ambition.

PROGRESSIVE LEARNING AND WELLBEING
Personalised, evidence based learning and wellbeing that enables every individual to achieve and thrive.

PURPOSEFUL LEADERSHIP
Inspiring and empowering students, staff and our community to be leaders and partners in the future of education and society.

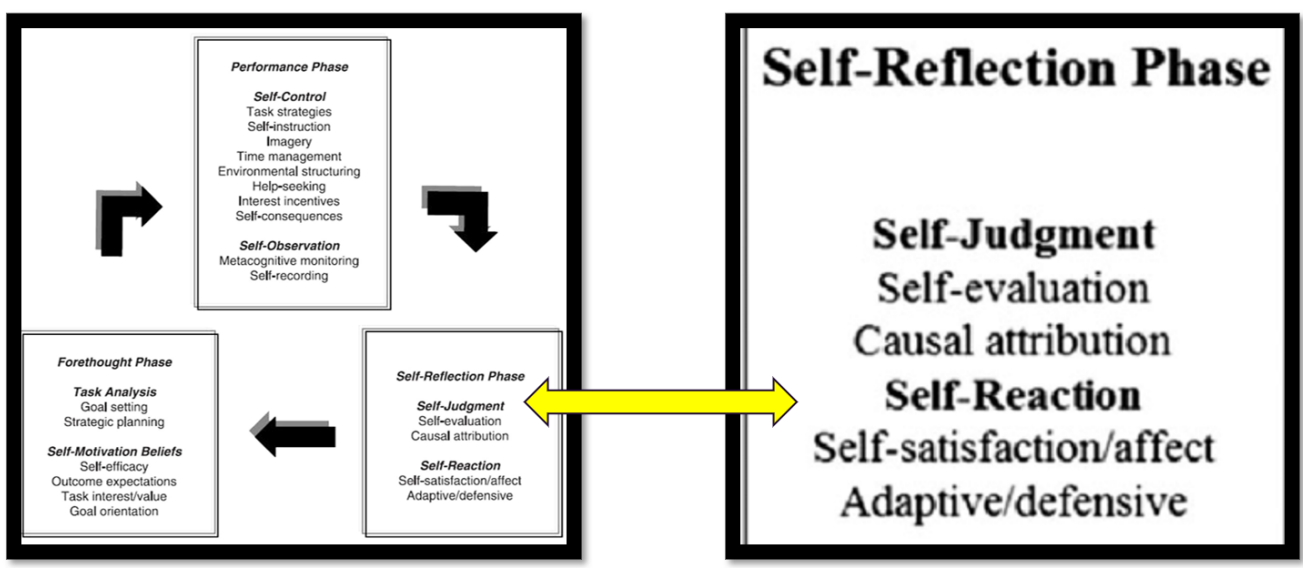
ENGAGED COMMUNITY
Building deeper connections and strong relationships to expand learning and make a positive contribution to society.

DYNAMIC STEWARDSHIP
Ensuring a resilient and productive organisation that is adaptive to opportunity, rigorous in building safe and supportive environments and culturally rich.

educate to self-regulate
empowering learners for lifelong success

DR SHYAM BARR

Conceptual framework - Zimmermann & Moylan Model



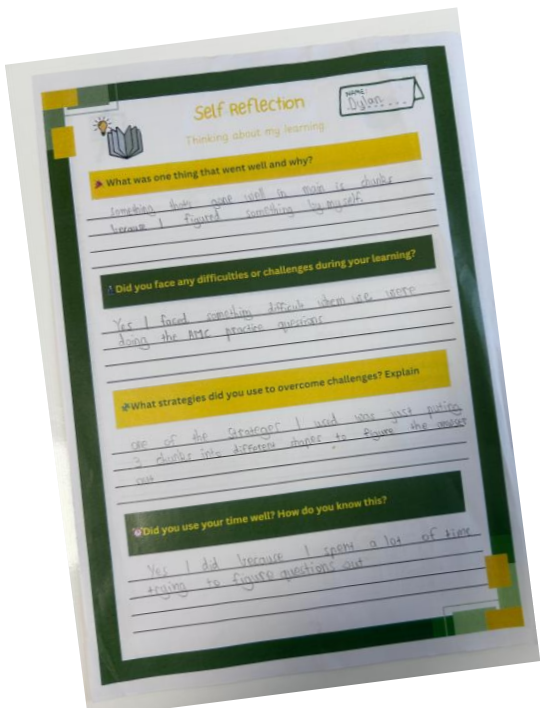
RESEARCH QUESTIONS

2025

- What does effective self-reflection, as part of self-regulated learning look like in action from ELC to Year 12 at TGS?

METHODOLOGY

Participants	<ul style="list-style-type: none"> Staff $n=7$ Students: ELC, Year 3 $n=12$, Year 6, 8, 10, 12
Data Collection	<ul style="list-style-type: none"> Student survey data across different year levels in participating teacher classrooms. Each class responded to reflection questions that aligned with the conceptual framework. Questions were tailored to the learning context in each subject.
Ethical Considerations	<ul style="list-style-type: none"> The purpose of the questionnaire was explained to students. Verbal consent was obtained from participants. All responses were de-identified.



Year 3 Survey Examples



METHODOLOGY & ANALYSIS

How the Conceptual Framework Guided the Questionnaire

Zimmerman & Moylan Element	Reflection Focus	Example Question Used
Self-Judgment	Evaluate performance and success	"What went well and why?"
Causal Attribution	Identify reasons for success or difficulty	"What challenges did you face, and what caused them?"
Self-Reaction	Reflect on emotional and motivational response	"How did you feel about your learning experience?"
Adaptive/Defensive Response	Consider what to improve next time	"What would you do differently next time?"

Data Organisation:

- All responses were de-identified and collated into a spreadsheet.
- Teachers met to standardise and reorganise the data.
- Data was coded and grouped

Data Analysis

- Thematic analysis was applied to identify common patterns and trends across year levels.
- Emerging subthemes were derived from recurring ideas in students' responses.
- Quotes illustrating these subthemes were colour-coded to highlight patterns across classes and year levels.
- Teachers collaboratively reviewed the coding to ensure consistency and validity in theme interpretation.

- Q1: What went well and why?
- Q2: Did you face any challenges?
- Q3: What strategies did you use to overcome challenges?
- Q4: Did you use your time well?
- Q5: What do you aim to do better next time?
- Q6: What learning can you take away and use somewhere else?
- Q7: How do you feel about your learning?

Q1 Code Examples

Codes	Strong momentum & pride	Students feel good/confident and recognise progress.
	Seeking targeted growth & realistic self-belief	Students are generally happy but name areas to improve.
	Engaged by meaningful tasks	High enjoyment of inquiry/project work and transferable skills.
	Focus & structure support needed	Students report fatigue/distractibility or losing time; they benefit from progress check, timeboxing, and evidence-building scaffolds to stay on track.

PRELIMINARY FINDINGS

Q1- What went well and why? (Success)	Q2- Did you face any difficulties or challenges during your learning? (Challenges)	Q3- What strategies did you use to overcome challenges? (Strategies)	Q4- Did you use your time well? How do you know this? (Self Management)	Q5- What do you aim to do better next time? (Goal Setting)	Q6- What learning can you take away from this and use somewhere else? (Schema Building)	Q7- How do you feel about your learning at the moment? (Well-Being)
Task specific success	Understanding and applying the content	Focus, persistence and study habits	Effective time use	Time use, focus and study habits	Problem solving and core academic skills	Strong momentum and pride and seeking targeted growth
"I figured it out by myself." - Year 3	"I found the Pebble, Rock, Boulder technique pretty hard." - Year 3	"My strategy was to divide and conquer." - year 6	"I got a lot of information into my script in the time that was given." - Year 6	"Listen in class" - Year 8	"Framing events, people and ideas by their significance" - Year 12	"Proud" - Year 3
"I learnt a lot about my behaviour and why I do certain actions, since much of what we learnt was applicable in real life." - Year 10	"I felt I was too narrative and just explaining the question but not necessarily linking directly to the question." - Year 12	"Get Ms. Tan to mark my practice SAC's" - Year 12	"I have skipped questions that slowed me down and came back to it later" - Year 12	"A bit less messing around and more focusing" Year 10	"The learning I got could help me with things like speech writing, presenting and other TED talks." - Year 6	"I feel like I'm a bit above average but I am not that smart in my whole grade." - Year 3

KEY LEARNINGS

ELC, Primary School and Senior School staff coming together to research a school goal for the strategic plan

- ✓ Junior School (Year 3): more explicit reflection time is required across the school to ensure students connect and build on what they have learnt.
- ✓ Building on from last years research has been incredibly useful.
- ✓ Recognised the impact of regular reflection cycles in building student ownership.
- ✓ Strengthened ability to apply research frameworks in classroom practice.
- ✓ Value in holding collaborative analysis sessions to share insights and consistency.
- ✓ Making connections between current and existing (PYP) reflection practices.

NEXT STEPS

Shyam Barr:

School wide initiative to enhance Personalised Learning with 'Reflection' being a key focus.

Developing Phase - (ELC - Year 12) School wide development of a Tool Kit that fosters more effective reflection

- Literature focus on reflection activities teachers can implement.
- Explore a range of reflection practices and assess their effectiveness.
- Develop ASPIRE subgroups to collaborate and share reflective practices.

Directions for Future:

Whole school implementation of effective reflection practices

Acknowledgements

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